

Interprofessional Competence



Defining the Practice of Interprofessional Education

“Interprofessional education (IPE) occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes. Once students understand how to work interprofessionally, they are ready to enter the workplace as a member of the collaborative practice team. This is a key step in moving health systems from fragmentation to a position of strength” (WHO, 2010, p. 7).

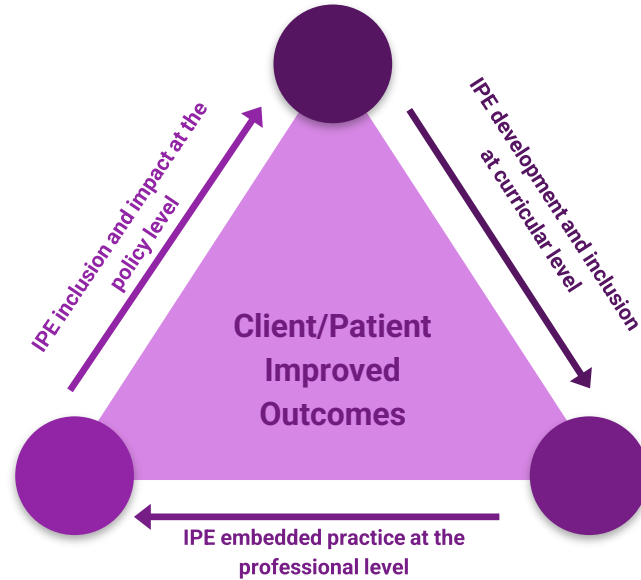


Application of Interprofessional Education Collaboratives in Practice

IPE collaborative practice occurring among multiple health workers from differing backgrounds to provide and enhance the outcomes of care delivery of high level quality care across multiple settings, positively impacting individual professionals, patients/clients, their families, and communities (WHO, 2010).



Building an IPE Infrastructure

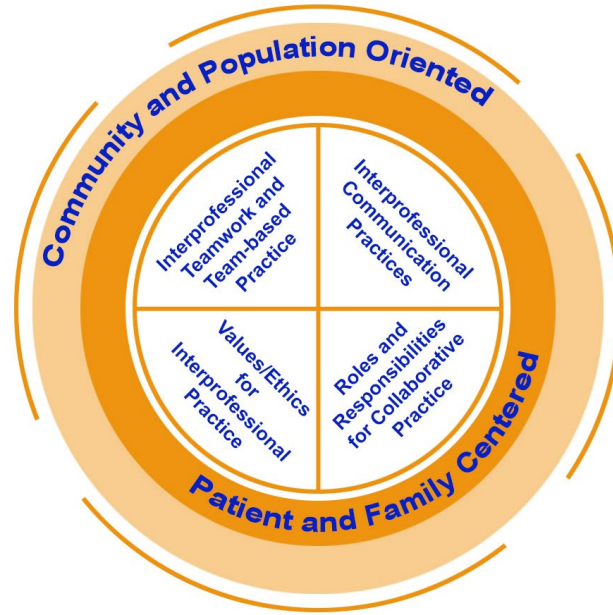


How Interprofessional Teamwork Occurs

Cooperation, coordination and collaboration characterizing the relationships between all professions in organizing, overseeing, regulating and delivering patient/client-centered care (IPEC, 2016).



IPEC Interprofessional Collaboration Competency Domain




The Learning Continuum pre-licensure through practice trajectory

2016 IPEC®. May be reproduced and distributed according to terms set forth in this document.



Examples of IPE Competency in Practice *Values/Ethics*

Engage work across professions to build and maintain a “climate of mutual respect and shared values” (IPEC, 2016, p.10).



Examples of IPE Competency in Practice *Roles/Responsibilities*

“Use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations”

(IPEC, 2016, p.10).



Examples of IPE Competency in Practice ***Interprofessional Communication***

“Communicate with patients/clients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease,” (IPEC, 2016, p. 10).



Examples of IPE Competency in Practice *Teams and Teamwork*

Creating and sustaining dynamic teams requires identification and respect of principles and values allowing effective, efficient, safe, timely, equitable outcomes for patient/client and population-centered care (IPEC, 2016).



References

IHI. (2021). The IHI triple aim. <http://www.ihl.org/Engage/Initiatives/TripleAim/Pages/default.aspx>

IPEC. (2016). Core competencies for intercollaborative practice.
<https://nebula.wsimg.com/2f68a39520b03336b41038c370497473?AccessKeyId=DC06780E69ED19E2B3A5&disposition=0&alloworigin=1>

IPEC. (2016). Interprofessional collaboration domain.
<https://nebula.wsimg.com/2f68a39520b03336b41038c370497473?AccessKeyId=DC06780E69ED19E2B3A5&disposition=0&alloworigin=1>

IPEC. (2016). Competency based interprofessional education: A framework.
<https://nebula.wsimg.com/2f68a39520b03336b41038c370497473?AccessKeyId=DC06780E69ED19E2B3A5&disposition=0&alloworigin=1>

Nexus . (2020). *About IPE*. National Center for Interprofessional Practice and Education.
<https://nexusipe.org/informing/about-ipe>.

WHO. (2010). Framework for action on interprofessional education & collaborative practice.
Geneva: World Health Organization.
https://apps.who.int/iris/bitstream/handle/10665/70185/WHO_HRH_HPN_10.3_eng.pdf;jsessionid=80AC1ADEA4310A3F18C9C0F33B5A3599?sequence=1





Credits: Karen Keune, EdD, MJ, BSN, RN Clinical Instructor School
of Nursing